**PEDAGOGICAL SHIFTS DEMANDED BY THE ELA CCSS AND PA CORE STANDARDS**

*The following document contains information compiled by the Westmoreland Intermediate Unit Curriculum Department from various resources focused on the pedagogical shifts demanded by the Common Core/PA Core standards. The highlighted information was contributed by PA instructional coaches who participate in the Pennsylvania Institute of Instructional Coaching in October 2013.*

**Shift 1: Balancing Informational and Literary Text K-5**

Students should read a true balance of informational and literary texts. Elementary school classrooms are places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students should read is informational.

Students need to be assessed with a balance of authentic informational and literary texts. CCSS-ELA emphasizes comparisons between informational and literary texts; this will have a direct impact on student success on assessments. (Liebling and Metzler, 2011)

**Teacher Behaviors- Look for teachers to be…**

* giving students informational text to read as often as they do literature
* providing lessons and tasks that are ground in informational text
* providing strategy instruction to students for literature and informational text
* **explicitly teach the distinction between literary text and informational text**
* teaching content knowledge (Science, Social Studies, Health, etc.) through informational texts
* scaffolding (reading to, using graphic organizers, modeling) for students when text contains difficult content
* **differentiating instruction for students who are at or above  grade level**
* **provides related literary text and nonfictional text around a common theme**
* **providing opportunities for comparison and analysis of multiple texts that include fiction and nonfiction**
* **provide opportunities for students to respond to text based questions**

**Student Behaviors- Look for students to be …**

* reading multiple informational texts across content areas
* reading informational text throughout the day
* practicing and applying informational based text strategies
* processing content learned in informational texts (discussion, writing, presentation)
* acquiring content and text knowledge as a result of teacher scaffolding of informational texts

**School considerations**

* Ensure text purchases allow for greater classroom and student access of informational text.
* Explore opportunities for media/digital resource availability.
* Encourage teachers to rethink how they build a collection of texts for students to access.

**Steps toward infusing Shift 1**

* Conduct an inventory of fictional and nonfictional texts currently used in units.
* Create an action plan for making adjustments, acquiring resources, and embedding non-fiction text (inserting short, informational pieces such as articles which connect to a longer, fictional piece such as a novel).
* Ensure student exposure to a variety of text types.
* When creating new units, consciously select texts with a goal of including an appropriate balance of fictional and nonfictional text.
* **Use the school librarian as a resource.**
* **Build a library of texts that lend themselves to comparisons**
* **Build a library of texts that are authentic, relevant, and age/grade appropriate**

**Shift 2: Building Knowledge in the Disciplines 6-12/Literacy Instruction in all Content Areas**

Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. (CCSS Introduction, p. 3). Content area teachers outside of the ELA classroom should emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read. Assessments should include an expectation for students to compare and contrast information from primary and secondary sources beginning in grades 6-8; students should be expected to construct their understanding of a topic using multiple sources. Assessments will require critical thinking across texts, writing, and presentation. (Liebling & Metzler, 2011)

**Teacher Behaviors- Look for teachers to be…**

* giving students tasks that require them to read content area texts
* doing less frontloading and providing of content and requiring students to gain more information from texts read
* providing students with discipline-specific reading and writing strategy instruction
* facilitating students use of text as a key part of instruction; primary and secondary sources, scientific and technical texts
* giving students tasks that require them to cite textual evidence in both discussion and written products
* **providing scaffolding for reading passages and modeling effective reading and reading strategies**
* **emphasizing the value of listening in the collaborative process**

**Student Behaviors- Look for students to be …**

* reading content-based texts for many purposes
* reading more and thinking critically about what has been read
* practicing and applying reading and writing strategies; annotating texts, note-taking, graphic representations
* responding to text-based tasks alone and collaboratively
* utilizing multiple texts as a source for both evidence-based reading, writing, and discussion
* **effectively utilizing close reading**

**School considerations**

* Implement school-wide content-area literacy.
* Look for students reading text and talking and writing about what they read.
* Look for students being less dependent on the teacher as the major source of information.
* Look for students applying literacy skills with content area texts; reading and writing for multiple audiences and purposes across disciplines.
* **Provide accountability measures for teacher implementation.**

**Steps toward infusing Shift 2:**

* Conduct an inventory of texts currently used in instructional units.
* Collaborate with ELA and other content area colleagues at your grade/course level-align and integrate topics and themes where possible.
* When updating or creating lesson plans, use the appropriate balance of informational and literary texts as stipulated in the NAEP Reading Framework.
* **Provide sustained professional development to teachers focused on effective reading and instructional strategies.**

**Shift 3: Staircase of Text Complexity**

K–12 reading emphasizes text complexity as the most important factor in developing skilled readers (CCR.RL/RI.10). In order to prepare students for the complexity of college and career-ready texts, each grade level requires a “step” of growth on the “staircase”. Instruction should be centered around grade-appropriate text which requires close reading. Teachers should be patient and create more time and space in the curriculum for this close and careful reading and provide appropriate and necessary scaffolding and supports so that it is possible for all students reading below grade level to participate and learn. Passage and/or text selection for assessments need to be based on text complexity guidelines for each grade level (CCSS Appendix A).

**Teacher Behaviors- Look for teachers to be…**

* exposing K-2 students to complex text through read alouds
* assigning students a range of texts to read that are matched to text complexity demand in standards
* reading complex level text to students and engaging them in activities that require them to think deeply about what they have read or heard
* giving students tasks that require close and deep reading of text
* scheduling increased amounts of time to allow for students’ reading of complex text and activities
* allowing students to productively struggle
* scaffolding text for students as needed; but not doing the work for them

**Student Behaviors- Look for students to be …**

* reading a variety of texts that fall in the text complexity range for their grade level independently
* engaging in cooperative discussions, thinking about and responding to complex ideas and questions
* participating in tasks that require processing of complex text read
* engaging in close reading activities
* reading a variety of complex texts both in class and outside of class

**School considerations**

* Ensure teachers are increasing text complexity from grade-to-grade (R.CCR.10).
* Review current grade level materials and resources to determine appropriate text complexity.
* Encourage and look for teachers allowing students to productively struggle with complex texts.

**Steps toward infusing Shift 3:**

* Review the list of Text Exemplars in the Appendix B. Can you use any of the suggested texts in your lesson plans/instructional units?
* Consider the texts used in your lesson plans/instructional units. Which ones are sufficiently complex to qualify as a “step of growth” for your students?
* Determine what you will have to do less of or differently in order to include a close reading of text, and then make adjustments as needed.
* **Provide scaffolding for challenging text through effective instructional strategies conversation, chunking, and layering of texts**
* **Use Think Alouds to model reading.**

**Shift 4: Text-Dependent Questions/Answers**

Students should have rich and rigorous conversations which are dependent on a common text. Teachers should insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as writing to assess comprehension of a text. Questions in assessments should require students to gather evidence from the text, including from paired passages, and not rely on memorization. Give students opportunities to argue their beliefs around complex texts in assessments.

**Teacher Behaviors- Look for teachers to be…**

* asking students questions that require them to refer to the text in order to respond both orally and in writing
* teaching students strategies for citing evidence from text
* crafting questions for students that are text dependent the majority of the time
* asking students questions that require them to cite textual evidence, infer, and respond to questions that are at higher levels of thinking
* building in increased processing time for students to respond to text-dependent questions

**Student Behaviors- Look for students to be …**

* citing text both orally and in writing when responding to questions and supporting arguments
* becoming accustomed to responding to questions based in evidence from the text (literally/inferentially)
* responding to questions at both the lower and upper levels of thinking with consistent reference to text
* engaging in close reading activities that require students to read and reread, developing stamina for task completion

**School considerations**

* Encourage teachers to spend more time teaching students how to revisit texts to find evidence and write stronger arguments.
* Look for students who are responding to text dependent questions based on evidence and findings from the text.
* Provide planning time for teachers to craft appropriate text-dependent questions, tasks and close reading assignments.

**Steps toward infusing Shift 4:**

* This shift is best infused during the lesson-planning phase of instruction. In planning to read a text with your students, begin by reading the text closely.
* Create common phrases to be used in your classroom to foster the establishment of a habit (“What did you see that made you think that?” “What’s your evidence?” “Prove that using something that you read,” “Show us!” etc.) .
* Anticipate points during the reading when students may get away from the text. Craft a sequence of “Evidence-Based” questions which will direct them to an analysis of the pictures, words, phrases, and sentences in the text itself.
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* **Develop habits and common language such as (How do you know?  Prove it!) across all content areas.  Students must use evidence from multiple texts to support a position.**

**Shift 5: Writing From Sources**

Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students should develop skills through written arguments that respond to ideas, events, and facts that are presented in the texts they read. They should conduct short, focused research projects K-12. (Appendix A, pp. 24-26; student samples, Appendix C). Assessments need to include purposeful writing that requires text evidence to support reasoning. Students need to synthesize information from multiple texts and take notes to produce a coherent body of writing.

**Teacher Behaviors- Look for teachers to be…**

* providing students direct instruction on how to write various types of writing, using rubrics as an instructional tool
* having students write often for multiple purposes
* providing students instruction in how to write both argument and informational/explanatory writing
* teaching students text features and how to apply to writing
* providing modeling and instruction to students on how to use multiple sources to build logical arguments and compose accurate informational texts
* assigning students short term research projects

**Student Behaviors- Look for students to be …**

* writing both argument and informational/ explanatory text often
* following the procedures and strategies learned to compose both argument, informational/ explanatory and narrative writing
* identifying appropriate, multiple sources when writing and utilizing sources to make strong arguments or provide accurate information
* conducting short research projects on a regular basis

**School considerations**

* Expect direct instruction for writing versus just having writing assignments.
* Guide teachers to increase opportunities for students to write from sources.
* Maintain focus on writing genres in CCSS.

**Steps toward infusing Shift 5:**

* Consider the writing required of your students in each existing lesson plan/unit.
* **Consider the knowledge of teachers regarding writing and provide sustained professional development to move them forward.**
* **Consider the knowledge of teachers regarding text structure and provide sustained professional development to move them forward.**
* Examine your lesson plan/unit to determine the modifications you must make in order to align to the expectations of the PA Core Standards.
* Make necessary changes to prompts/assignments/performance tasks and share ideas and materials with colleagues.
* **Practice peer editing with students.**

**Shift 6: Building Academic Vocabulary**

Academic vocabulary crosses content areas and is found in both informational and literary text; it is frequently seen on SAT tests. Students must constantly build the vocabulary they need to be able to access grade-level complex texts. By focusing strategically on the comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers build students’ ability to access more complex texts across the content areas. Students should be assessed directly on the meaning of key, common terms, that occur frequently and regularly across various content-area texts; the definition of which can be discerned from the text. Academic vocabulary can also be assessed indirectly through general comprehension of the text.

**Teacher Behaviors- Look for teachers to be…**

* providing direct and explicit instruction of academic vocabulary
* using research-based instructional strategies that teach both vocabulary acquisition and word meaning strategies
* developing students’ ability to use and access words found in text that may slightly out of reach
* selecting an appropriate number and type of academic and domain-specific vocabulary to teach vs. an extensive isolated vocabulary list

**Student Behaviors- Look for students to be …**

* engaging in multiple learning activities that support acquisition of vocabulary or provide strategies to identify word-meaning
* learning and applying academic vocabulary in reading, writing, speaking, and listening
* understanding how to identify the meaning of words
* spending more time learning words, word nuances and associating words with others instead of learning individual isolated vocabulary
* comprehending and applying both Tier Two and Tier Three vocabulary in reading, writing, speaking and listening successfully perform tasks

**School considerations:**

* Look for explicit, research-based vocabulary instruction in which students are being taught transferable strategies.
* Look at students reading a variety of texts often.
* Look for students discussing words in relation to previous knowledge, what they are reading, digital media and informational text.

**Steps toward infusing Shift 6:**

* Begin by identifying/listing the Tier 2 words in a text your students will be reading (or that you will read to them).
* Determine what Tier 2 words can be seen as useful “tools” which students will confront frequently as they read at this grade level across the content areas.
* Deliver systematic and explicit instruction on identified vocabulary words and hold students accountable for knowing and using them orally and in writing across the grade level/school.
* Develop performance tasks that encourage using the identified vocabulary words.
* **Assess knowledge of academic vocabulary through FCAs.**
* **Use academic vocabulary on word wall.  Consider using separate wall for different tiers.**
* **Identify key words and ideas to infuse vocabulary across the grade/content levels.**
* **Create a repository for vocabulary instructional strategies, materials and word lists to be used across grade/content levels.**